

Pilevych Oksana A., Director of the Irpin State College of the Economy and Law, Irpin, Ukraine

DIAGNOSTICS IDENTIFY THE INITIAL PERCEPTIONS OF STUDENTS ABOUT THEIR FUTURE PROFESSIONAL ACTIVITIES OF THE FINANCIER

The market philosophy of management involves the creation of a stable and effective industrial relations in the workplace, particularly in financial institutions. Their software requires an appropriate level of culture of business interaction those who provide these services, those who receive them. Due to the fact becomes relevant to find effective ways not only of production and realization of services, but an indicative basis of human economic behavior, culture of thinking, because any activity has an economic aspect. The standard of such activities was given by experts of Economy and Finance.

Professional culture of specialists in Finance and Credit professional determines the value space, defined the cultural and educational environment to train future financiers, who will be able to work independently in the field of Economics, management and administration. Obviously, to become a full-fledged financier with a high level of theoretical and practical training, it is necessary to identify with the profession, accept its culture, to integrate it in vocational education.

On the typology of professions E.Klimova says that specialists in Finance and Credit refer to type of professions "man-man" (financial Manager) that requires from the individual a high level of self-actualization and social maturity. Such requirements are the professiogram and qualification characteristics of supervisor and person in any field of economic activity (the scale of "competence"). This scientists on the results of the research. So, G.Gushchina on the basis of theoretical analysis of the professional culture of the economist and the economy highlights the characteristic features of the "economic man": a focus on success, equal economic opportunity, competition, support for innovation, quality work, professional, the dependence of social mobility on the quality of its activities and initiatives" [1, p. 51-52]. In this context, from the point of view of the scholar should highlight the category of cultural services and production of goods. The presence of this type of culture as the core content of economic culture creates the professional culture of the future economist. We also note that the professional culture of the financier, because he works in the field of financial services. A special characteristic of the professional culture of services and production is innovative because "it requires constant creation of new socially beneficial and in-demand product " [1, p. 52]. This is due to the dialectics of human needs "what is good today, tomorrow loses its appeal, so in this culture there is no place once and for all established patterns of production". In addition, one should note that the provision of services and production is carried out on non-economical basis. We are talking about charity, aid distribution system and the like, that is not to say that this culture belongs only to the economic sphere. It acts as a social phenomenon and corresponds to the context of culture of society. Its influence on the outcome of professional activity, achieving its intermediate and ultimate goals can be the most unpredictable.

At the beginning of training future financiers it is important to identify the factors influencing the formation of personality. Because their training involves further activities in the field of economy and entrepreneurship, we took into account four groups of factors. The first

group of factors associated with the level of culture of the future financier (innate abilities; social and psychological atmosphere in the family where the student was brought up; standard of living; school education; personality; attitudes and aspirations are formed before entry into high school). The second group of factors of influence on the future of the financier in the process of professional training (the level of development of professional culture of educational institutions; efficiency of selection of applicants; potential of the institution; the content and organization of the educational process; the use of innovative learning technologies; professional and meaningful environment educational institutions). The third group include: the level of development of organizational culture of the enterprise/institution; a young professional adaptation, professional advice, mentoring, etc [1, p. 67-68]. From this we can conclude that in school you can only manage the second group of factors. Thus there is a need to study the “starting position”, that is, diagnosing the level of readiness of future specialists to the development of the financial profession by special techniques. However, it should be noted that despite the fact that the factors of the third group are lightly managed (exercise influence on the specialist after completion of training in a higher educational institution), you must use the possibility of interaction with employers. It is about taking objectively existing forms of financial activities, the corporate culture of banks, financial institutions, insurance companies operating in the region, and for which the University trains specialists in Finance and Credit. Because graduate comes to work in the current team system with the appropriate lifestyle, worldview and behavior of people.

Therefore, the formation of professional culture of future specialists in Finance and Credit is advisable to implement in higher education, in particular College, beginning with the first course. However, the first step is to diagnose the initial identification of students ‘ ideas about the future professional activities of financiers. Most relevant to scientists and educators believe the method SAT (self-actualization test).

Examination of the results of the survey showed that among first-year students 26% are persons with a high level of self-actualization and social maturity, which is a good basis for shaping the future of successful financier, but also an effective leader and personality in the sphere of economic activity, and in the sphere of administration (the scale of “competence” on the methodology of SAT). It was revealed that 30% of students are independent in their actions. They have a strong character works in the field of Economics and Administration (the scale "support of self-actualization" on the methodology of SAT). However, important for our study considered the identification of "bottlenecks" in the personal qualities of students from positions of future profession. So, attention was drawn to these figures:

on a scale of "competence" is a low score showed 43% of students. Consequently, almost half of the students who chose the profession of the financier, have wrong orientation in time, or live in the past or future (build unrealistic plans), are not able to see themselves as they really are. Typically, this delays the natural development of the individual, contributes to a feeling of inferiority. A person with a low level of self- actualization does not correlate the past and the future with the present time, that is his purpose not connected with current activities, and past experience has little effect on behavior. Often a man does not realize the meaning and significance of their actions, which leads to irresponsible actions, committed them under the influence of external circumstances;

on a scale of "flexibility of behavior" a low score showed 41% of the students. This means dogmatism, manifested in the fact that non-self-actualized personality is very rigidly adheres to the general principles. However, it should be taken into account that this scale complements the scale of value orientation", forming a block of values. In this case, the first indicator will determine the features of implementation of values behavior. According to the survey 44% of students found a high score on the scale "value orientation";

on a scale of "synergon" was measured by the ability to the integral perception of the world and people, the ability to find patterns in all phenomena of life, to understand that such opposites as work and play, selfishness and unselfishness, are not antagonistic. However, the low score, which showed 41% of students, specifies not what contradictions in life are perceived by these respondents as antagonistic;

on a scale of "contact" measured the ability of future professionals to establish a deep and close contact with others. Unfortunately, 61% of respondents have a low score, indicating that the majority has difficulty communicating;

on a scale of "cognitive needs," sets the severity of the student's desire to acquire knowledge about the environment. A low score on this scale received 63% of the respondents, that is more than half of the students, such needs are not at the beginning of the study;

on a scale of "creativity" was measured orientation of the person. A low score, which showed 47% of respondents, showed that nearly every second student has little creativity;

on a scale of "self-control" 64% of students showed low level of self-control. Thus, by results of the diagnostics can be argued that most of the students when choosing a career or were not familiar with the requirements of the individual specialist of Finance and credit (not had the initial ideas about the future profession), or hope that in the process of obtaining this specialty will generate all the necessary quality (at the time of the enrollment most non-self-actualized personalities that can be quite likely for adolescence). However, a leading role in achieving the goal they should play the teaching staff Only with proper design of cultural and educational environment in College, its sustainable development, raising the level of professionalism of teachers, it is possible to prepare a competitive, socially mobile professionals with high level of professional culture.

1. Гущина Г. А. Концепция формирования профессиональной культуры будущих экономистов в ВУЗе: дис. ... д-ра пед. наук: 13.00.08 / Гущина Галина Анатольевна; Ярославский гос. пед. ун-т им. К.Д. Ушинского. - Ярославль, 2014. - 447 с.